



Special Educational Needs and Disability (SEND) Policy

Issue 3 – October 2015

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Primary Academy for the SEN Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



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Summary of the main changes:

- The policy is now for Special Educational Needs and Disability (SEND) rather than Special Educational Needs (SEN).
- Provision outlined as External or Non-external support has been reclassified as SEN support as outlined in the Code of Practice 2015.
- The other change is that referencing has come from the Code of Practice 2015 not the Code of Practice 2014.



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1.0 Introduction

Wyndham Primary Academy values the abilities and achievements of all our pupils and are committed to providing the best possible learning environments for all. While many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to address them by parents, teachers and children working together. Our goal is to remove barriers to learning and participation.

2.0 Definition of Special Educational Needs and Disability (SEND)

We at Wyndham Primary Academy believe that a child has SEND if he or she has a learning difficulty that calls for special educational provision to be made above that of peers of a similar age.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

(1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. At Wyndham Primary Academy we will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

3.0 Special Educational Aims

At Wyndham Primary Academy we endeavour to:

- Ensure that all pupils have access to a broad and balanced curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all pupils requiring SEND provision as early as possible in their school career.



- Ensure that pupils with SEND take as full a part as possible in all school activities.
- Ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- Ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

This policy was developed by the SENCO and will include consultations with staff, parents and Governors. The policy is linked to most other school policies where there is a consideration of children with Special Education Needs and Disability. All members of Wyndham Primary Academy are committed to recognising and meeting the needs of all our children.

- Planning opportunities that build upon and extend children's knowledge, experience and interests.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Promoting independence.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Continually monitoring children's progress and taking action to provide support as necessary.

3.1 Staffing

The SEND team of the school is:

- Head of School.
- SEND Coordinator (SENCO).
- SEND Teaching Assistants (TAs).
- SEND Governor.



- Other TAs.

3.2 Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. Therefore we ensure that we admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without an Education, Health Care Plan (EHCP) must be treated as fairly as all other applicants for admission. The Code of Practice, 2015 stated that 'All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training'

At Wyndham Primary Academy we endeavour to provide this for all children. We recognise that children learn to be strong, confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

3.3 Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

4.0 Evaluating The Success Of Our SEND Policy

The SENCO will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'Special Educational Aims' section of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers.
- Parents.
- Pupils.
- External professionals.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:



- Consideration of each pupil's success in meeting Individual Plan (IP) targets.
- Use of standardised tests.
- Evidence generated from IP review meetings.

5.0 Identification, Assessment and Provision

At Wyndham Primary Academy we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The Updated SEND Code of Practice (CoP) 2015 makes it clear that the class teacher is responsible for the child's SEND. 'The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. Therefore making each teacher a teacher of SEND (CoP 6.1).

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified.

Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

5.1 Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Frameworks.
- Standardised screening or assessment tools.
- Screening /diagnostic tests.
- Reports or observations.
- Records from feeder schools, etc.
- Information from parents.
- National Curriculum results.



- External exam results.
- Pupil portfolios.

5.2 SEND provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. Methods used are FS1 assessments on entry, FS1 assessment, pupil profiles, pupil tracking based on termly teacher assessment, PIVATS and end of key stage statutory assessments. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Identify targets for Individual Plans
- Assess learning difficulties.
- Ensure on-going observations/assessments provide regular feedback on achievements /experiences, for planning next steps in learning.
- Involve parents in a joint home-school learning approach.

6.0 The Range of Provision

The main methods of SEN provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher/TA.
- In-class support with adult assistance.
- Attendance at a nurture group within the school.
- Support from specialists within class or as part of a withdrawal programme.
- Playtime/lunchtime support.
- Time working with the learning mentor.
- Time out support for children who need it.
- Specific Interventions (hearing impaired, visual impaired groups)
- Catch Up Clubs



7.0 English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

8.0 Children with Additional Needs

We also recognise that we have a proportion of children with additional needs who do not necessarily fall into the category of SEND but who would benefit from a mentoring support system.

9.0 Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through an Individual Plan. If, after further consideration, a more sustained level of support is needed, external provision may be contacted. Where concerns remain despite sustained intervention, the school will consider requesting an Education, Health and Care Plan (EHCP).

Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request an EHCP.



10.0 Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents.
- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies.

11.0 SEN support

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. Non-external interventions can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

If there is still cause for concern it may be necessary to involve external agencies in supporting a child with SEND. External support services will advise on targets for a new IP and provide specialist inputs to the support process. External agency involvement will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age



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- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

12.0 Nature of Intervention

The SENCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/ special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.

13.0 Individual Plans

All children with SEND will have an Individual Plan with specific targets to meet their needs. Strategies for pupils' progress will be recorded in an IP containing information on:

- Medical and social concerns.
- Short-term targets.
- Teaching strategies.



- Provision made.
- Date for review.
- Success and/or exit criteria.
- The outcomes recorded at review.

The IP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IP's will be discussed with the pupil and the parent.

14.0 Reviewing IPs

IPs will be reviewed termly, twice yearly coinciding with a Parents' Evening. Wyndham Primary Academy will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

The Code of Practice 2015, state 'Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year' (CoP 6.65).

'These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil' (CoP 6.66)

15.0 Request for Education, Health and Care Plan (EHCP) Assessment

The school will request a EHCP Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. An EHCP Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEN Support
 - The pupil's IP.
 - Records and outcomes of regular reviews undertaken.
 - Information on the pupil's health and relevant medical history.
 - Attainment levels.
 - Literacy/Numeracy attainments.
 - Other relevant assessments from specialists such as support teachers and educational psychologists.
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- The views of parents.
- Where possible, the views of the child.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

An EHCP for Special Educational Needs will normally be provided where, after a EHCP Assessment, the LA considers the child requires provision beyond what the school can offer.

However, the school recognises that a request for an EHCP Assessment does not inevitably lead to a plan.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP.
- Of shorter term.
- Established through parental/pupil consultation.
- Set out in an IP.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

16.0 Review of EHCP

Children with an existing Statement will continue with the same plan but it will eventually be converted into an EHCP. An EHCP must be reviewed annually. The LA will inform the Head of School at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The child's parent or legal guardian.
- The child if appropriate.
- The relevant teacher.
- A representative of the LA.
- Any other person the LA considers appropriate.
- Any other person the SENCO considers appropriate.



The aim of the review will be to:

- Assess the pupil's progress in relation to the EHCP targets.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

The Code of Practice, 2015 state that 'all schools must provide an annual report for parents on their child's progress' (CoP 6.64).

17.0 The Role of the SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Head of School and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
 - Co-ordinating the provision for pupils with SEND (Provision mapping).
 - Tracking progress (PIVATS and Attainment levels).
 - Impact assessments of interventions.
 - Monitoring IP'S (standards).
 - Liaising with and giving advice to fellow teachers.
 - Managing Learning Support Assistants and Learning Mentors.
 - Overseeing pupils' records.
 - Liaising with the parents.
 - Making a contribution to INSET.
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- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.
- Complete applications for shared placements, securing additional support and funding.

For effective co-ordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for pupils with SEND.
- The commitment required by staff to keep the SENCO well informed about pupils' progress.
- Mechanisms that exist to allow teachers access to information about pupils with SEND.
- What exactly constitutes a 'level of concern' and at which point SEN Support is initiated.
- Mechanisms that exist to alert the SENCO to such 'levels of concern'.
- The procedure by which parents are informed of this concern and the subsequent SEN provision.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

18.0 The Role of The Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for pupils with SEN.
- Ensuring that pupils with SEN are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND policy.



19.0 The Role of the Class Teacher

Throughout the Code of Practice 2015, it is clearly stated that class teachers have the responsibility to start identifying children with SEN, assess, plan, do and review the support required. They state 'The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support' (CoP 6.52)

20.0 The Role of the Head of School

The Principal's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision.
- Keeping the Governing Body well informed about SEN within the school.
- Working closely with the SENCO/SEN team.
- Informing parents of the fact that SEN provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

21.0 SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEN. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with pupils with SEN. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs.

22.0 Partnership with Parents

At Wyndham Primary Academy we firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.



Wyndham Primary believes parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

The school considers parents of pupils with SEN as valued partners in the process. Depending on age and appropriateness, pupils with SEN will also be encouraged to participate in the decision-making processes affecting them.

The Code of Practice 2015, state that engaging with parents can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school, and any changes in the pupil's needs (CoP 6.66).

23.0 Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The proprietors of academies, free schools and independent schools must, under the Education (Independent School Standards) Regulations 2010, ensure that a complaints procedure is drawn up which is in writing and is made available to parents (CoP 11.71).

24.0 Links with External Agencies / Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEN.

When it is considered necessary, colleagues from the following support services will be involved with pupil with SEND:

- Educational psychologists.
- Medical officers.
- Speech therapists.
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.
- Behaviour support services.

In addition, important links are in place with the following organisations:

- The Local Authority and Academy Trust.
- Specialist Services (STEPS).
- Education Welfare Officer.



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- Social Care.
- Sure Start.
- Umbrella.
- Parent Partnership.
- Paediatric Services.

Appendix A

Assessments In School

These assessments are over and above the NC assessments done across school. They are so that we can:

- Look more precisely at a child's difficulties and progress.
- Measure the effect of intervention.
- Have more detailed information for outside agencies.

General Profile

Teaching Talking Profile 3

- Used to get an overview of skills with children still working on pre-reading and writing skills. Re-assess before IP review, termly, and highlight with a new colour. Useful to see if there is a specific area of need or if it is global. Will help with target setting.

Expressive Language

Renfrew Word Finding Vocabulary Test

- Gives an 'age equivalent'. Use for Sp & L, Ed Pysch referrals, Statutory Reviews.
- LanguageLink
- Computer programme that will assess child's spoken language and highlight areas of development if necessary.

Receptive Language

BPVS – British Picture Vocabulary Scale

- Gives an 'age equivalent'. Use for Sp & L, Ed Pysch referrals, Statutory Reviews.

Articulation

Speechlink

- Computer programme that will assess child's articulation and provides programme if necessary (and if referral to Sp & L is necessary).



Reading

- Initial letter sounds – in school pack. Provides a baseline and measure of progress.
- Words in phonic progression – in school pack. Provides a baseline and measure of progress.
- NLS key words – in school pack. Provides a baseline and measure of progress.
- Salford Sentence Reading Test Gives a reading age. Provides a baseline and measure of progress. Used for Statutory Review.

Spelling

- Initial letter sounds – in school pack. Provides a baseline and measure of progress.
- Words in phonic progression – in school pack. Provides a baseline and measure of progress.
- NLS key words – in school pack. Provides a baseline and measure of progress.
- SPAR Gives a spelling age. Provides a baseline and measure of progress.
- Learn to spell Gives a spelling age. Provides a baseline and a measure of progress.

Dyslexia Screener

- An assessment CD Rom which identifies whether a child needs further assessment for Dyslexia.

